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The Hawaii English Project, the first major developmental task of the Hawaii Curriculum Center sponsored jointly by the University of Hawaii and the Hawaii Department of Education, was set up to prepare and test an English curriculum (K-12) and to develop a plan for the curriculum's establishment throughout the state. At the center of the projected curriculum is the theory that a school should be a microcosm of the world of knowledge and that the curriculum of the school should be a deliberately selected set of disciplines to be mastered. Also fundamental to this curriculum is the concept of private man and public man and the roles of language and literature in shaping man's relationship to himself, society, and the world. Other concepts that affect the curriculum design are a definition of English as consisting of language and literature, the belief that a student should be able to account for himself in the symbol system he has inherited, a high regard for individuality, and a belief that the child must recognize his responsibilities for shaping the quality of learning. Plans for teacher preparation and in-service education to utilize the new curriculum are being developed through experiences with university courses, NDEA institutes, workshops, and on-school-time training. (LH)

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The Hawaii English Project: Brave New Venture

Shiho Nunes

Now in its second year of operation, the Hawaii Curriculum Center is making an ambitious assault on the problems of large-scale curriculum design and development. Although HCC includes projects in the fine arts and foreign languages, the English project is its major effort. By 1970 the 55 project planners expect to present a curriculum in English "conceived as a liberal study, grounded in theory, articulated from kindergarten to grade 12, evaluated in laboratory and field trials, and complete with tested plans for dissemination and for large-scale inservice programs." Mrs. Shiho Nunes, Associate Director of the Center and manager of the English Project, reports here on the theoretical background and the present status of the project.

In a real sense, the convening in Honolulu of the National Council of Teachers of English marks the coming of age of the English profession in Hawaii. The decision of the Executive Committee three years ago to bring the convention to Hawaii was as much an acknowledgment of Hawaii's readiness to participate fully in the organization and reception of this mammoth gathering as it was an expression of the Council's desire to inspire English instruction in the geographic area of its choice. Hawaii's teachers are proud of this accolade paid them, and they have labored long and hard to make this convention a solid success.

Hawaii's coming of age professionally is manifested in another way in a singular endeavor which should be of interest to the entire teaching profession and to teachers of English particularly. In May of 1966 the University of Hawaii and the Hawaii State Department of Education entered into an agreement to create the Hawaii Curriculum Center, a joint institution for curriculum experimentation, research, development, and demonstration. The staff and facilities of the Laboratory School of the College of Education were put at the disposal of the Center, selected public and private schools joined in the endeavor as experimental field locations, a staff of scholars, planners, teachers, evaluation and media specialists, and technicians was gathered, and the work of curriculum development was begun.

Under this unique institutional arrangement, hopefully a continuing one, Hawaii has, for the first time, a systematic means of attacking complex curricular problems on a broad front and of accelerating the rate and widening the scope of educational change. The designation of the Center as the curriculum development arm of the State Department of Education is an expression of local desire for major reforms as well as testimony to the University's commitment to share in the solution of school problems.

THE HAWAII English Project is the Center's first major development task. It is to design and test an exemplary English curriculum, kindergarten to grade 12, and to develop a plan for its establishment throughout the state. It is to conceive the curriculum as a system, considering every aspect essential for its support and maintenance — organization, course designs, teacher and student materials, evaluation measures, support materials, teacher standards and preparation.

Student "teacher" at right helps another student to use a language master. After he hears a recording of the words on the card, he records his own voice and compares it with the master voice.

This task is to be completed by September, 1970, when wide field trials will be conducted in all seven districts of the state. Following the field trials, the curriculum will be submitted for adoption and statewide dissemination.

If nothing else, the Project will demonstrate dramatically whether Hawaii has the capability—the imagination and vision, the scholarly and material resources—to mount, sustain, and conclude a movement for change directed at the most fundamental area of the the curriculum in a school system the size of Hawaii's, ninth largest in the nation. It is perhaps altogether fitting that this special issue of the Department of Education's organ, honoring the first national convention of a subject matter organization ever to be held in this state, should contain a report to the profession on developments in the Hawaii Project.

Card stacks are used to familiarize children with words in a pattern based on linguistic theory.

THE ENGLISH Project is not merely a unified attempt to modernize and revitalize the English curriculum, to remove deadwood and infuse much-needed new knowledge into school practices, although we will do this too. It is a major reform in its effort to implement potent new notions that have been emerging from recent curriculum dialogue about what the schools should teach in the light of changing conditions and changing needs. Taking our cue from the Brunerian concept that "the organizing ideas of any body of knowledge are inventions for rendering experience economical and connected," we are trying to translate honestly the substance of English into forms that will permit children of whatever endowments and at whatever level to experience the thrill of discovering intellectual relations, to grasp the unifying concepts and methods which inhere in the structure of the field and which can then become the intellectual tools for further analysis and ordering of the data they gather.

We have taken another cue from Bruner that education must be not only a process to transmit culture but one to enable every individual to "create an interior culture of his own." We would fashion a curriculum which will have every student learn the processes of intelligence, the ways of inquiring, so that he can be, however modestly, his own linguist, his own critic, his own poet.

AT THE HEART of our new design is a theory model of the school as a microcosm of the world of knowledge, and the curriculum of the school as a deliberately selected set of disciplines to be practiced. This model, devised by Dr. Arthur R. King, Jr. and Dr. John A. Brownell in their recent book, *The Curriculum and The Disciplines of Knowledge*, views the disciplines, not as bodies of subject matter to be mastered, but rather as operating communities of people practicing "a variety of styles of human imagination in which the spirit of inquiry is applied to defined domains of human concern." This "community of discoursers" shares a common intellectual heritage and a common commitment to press outward the boundaries of their field. They possess a specialized language which makes precise meanings possible, and they practice particular styles of gaining and validating knowledge which are consistent with the inherent logic of their field.

In such a definition of a discipline, the teacher is a senior member of the community who assumes, along with the scholar, responsibility for continuing study and for thinking deeply about the nature of his discipline and its bearing on the nuturing of the young mind. On him falls the responsibility for inducting the young into the community. In this definition the student is also a member of the community, a novice to be sure, but one capable of unlimited advancement.

The curriculum in the discipline then becomes a "planned series of encounters with the structure of the discipline," encounters appropriate for the age, grade, ability, and interests of the students, with the teacher and students actively engaged in "the dialogue and discovery which characterize all practitioners of the discipline wherever they may be."

OVER THE ISSUES arising from the application of such a theory of curriculum to the field of English, our Project scholars and planners have been engaged in rigorous discussions

for a year. We are excited over the potentially powerful ideas emerging from these deliberations. One is a definition of English as a field of study consisting of linguistics and literature, two bodies of knowledge "continually developing out of invention and inquiry peculiar to each, together with those who produce and study that knowledge the better to understand man in his private as well as public relationship to reality."

The concept of private man and public man—the private and public dimensions of language, the roles of language and literature in shaping, controlling, informing, nourishing, bridging, facilitating, and liberating the private and public selves possessed by every man—we think is a powerfully illuminating one for curriculum purposes. It removes English from a limiting conception of it as a tool subject and redefines it as a humane study. It links the formal study of language and literature with the student's own human development as an individual operating within a society. And it elevates the teaching of English from the level of exercises in fluency to the sobering and humbling task of developing human potential for human understanding of human experiences, and of the relationship of man to himself, to society, to nature, and to the universe.

A sensitive as well as logical design for teaching the disciplines of English should result in important realizations for the student, among them that his most important performance in language is to account for himself in the symbol system he has inherited and must continue to expand if he is to enlarge both his private and public worlds; that a privately conceived work of literature including his own creations, is also a publicly observable work of language; that the private worlds of writer and reader, speaker and listener do prove and test themselves in the shared world of inter-dependent man; that respect and tolerance for the individual cannot be mandated but must develop out of the willingness to become public, balanced by the right to remain private.

One of our former planners, whose words are paraphrased above, sums up eloquently the essential purpose of any curriculum but particularly of English: "Unless a school curriculum, at all levels of instruction and learning and in all fields and disciplines of knowledge . . . provides rich opportunity for students to use the knowledge won to find themselves—to construct out of their knowledge a value system that is unashamedly humanitarian, unabashedly sensitive to the feelings and imagination and creative instincts of all men, unencumbered by false modesties, fear of ridicule, and unwillingness to stand behind one's shared, common need and search for love and beauty and courage and decency—unless such opportunity is built into every curriculum, we are wasting our time and deluding those who wait for our deliberations. For surely the most difficult and the most necessary step that each of us takes is to determine who we are as private men, and then take our place as public men under our banners of individual belief. To engage everlastingly in the search for wisdom by learning what is and where and how to find it is one vital concern of education. Having found wisdom, even a small piece of it, the other concern is to share it with the rest of mankind. The story-teller does so; likewise the painter, the composer, the teacher, indeed all who find that in finding themselves they have found some part of all humanity within them. The poet does so, too."

ONE OTHER significant aspect of the Hawaii curriculum is worthy of mention. There is a high degree of emphasis on individualization. We conceive of the curriculum as a stream of study without end up which children can proceed at their own speed with no artificial ceilings for the able and with branching for the slow. We are devising strategies to teach the materials in such a way as to instill in children a recognition of their responsibility for choosing and shaping the quality of their learning. We

would like to disprove with our program the observation of Professor Patrick Suppes of Stanford that individual differences are "the most important principle of learning as yet unaccepted in the working practice of classroom and subject matter teaching."

In the primary language skills program, for example, the first phase of which is now in trial in seven school locations, the materials in beginning reading, oral language, aural comprehension, and handwriting are designed for self-instruction and for pupil teaching. In a free and informal atmosphere, in a classroom organized into stations for independent study, and with a multiplicity of materials designed for liberating involvement, kindergarteners and first graders are being weaned from passive reliance on teacher authority to become active determiners of the what, how, and when of their learning.

To visit in one of these classrooms is an exciting experience. At one station a first grader is teaching a kindergartener the letters of the alphabet through a card stack mode. At work here is the old buddy system added to the principle of learning by teaching; the older child has successfully completed the program himself. If the younger child cannot learn by this mode, he can move to a Language Master machine, which adds a sound dimension to the same lesson. When he has achieved the goal of the lesson, he will enter his own record and move on to the next task.

At another station a kindergartener is teaching herself to type on an electric typewriter through simply designed materials that carry a minimum of verbal instruction. Earlier her student teacher has shown her what to do. At a third station a little boy turns on a film loop which demonstrates the formation of the letter "a,"" which he then writes in his workbook. This child is moving directly to the goal of cursive writing. In yet another station a child is working on a Language Master machine through a program on the sounds of English. She listens intently, then puts the cards into "same" and "different" piles. The teacher moves quietly from station to station, to other groups in the room, suggesting materials, asking a question or two, working briefly with one child, intensively with another. Her role has changed subtly; she is diagnostician, catalyst, orchestrator of the varied activities going on, yet fully a teacher.

We are excited over the promise in the materials and the instructional strategies they demand, and we intend to maintain and extend this individuality upwards all the way through. We no longer find it difficult to envision a curriculum that will allow teachers and pupils a variety of options in learning paths and materials.

THE QUESTION of teacher preparation for the new curriculum inevitably arises, for no curriculum will be better than the teachers who teach it. In our systems approach to the curriculum, the education of teachers is a central concern, and inservice work has been a major undertaking since the inception of the Project. Although we are concerned most immediately with the training of teachers in the Project schools, we are also looking ahead to plans for mass training before the new programs move into the schools. Our experiences with University course work, NDEA institutes, workshops, and on-school-time training, our experimentation with "innovative ways to teach innovative ideas with innovative things"—all will form the basis of plans for wide-scale inservice programs that will be submitted with the completed curriculum.

We in the Project believe that in the curriculum slowly taking shape, there is great power and viability as well as feasibility and practicability. What we will have to offer in 1970 to the profession as well as to our schools will be a curriculum in English conceived as a liberal study, grounded in theory, articulated from kindergarten to grade 12, evaluated in laboratory and field trials, and complete with tested plans for dissemination and for largescale inservice programs.

Children use an 8 mm. single concept cartridge projector and a rear projection screen in learning cursive handwriting. Curriculum planner Don Enoki oversees the project which enables youngsters to bypass the manuscript writing stage.